

WHOLESALE OPERATIONS

Wholesale Operations allows students the opportunity to explore the dynamics of the wholesale industry and its relationship to the total marketing process. This course offers an in-depth study of the wholesale operations including wholesaling types, services, functions, and careers. The format emphasizes technology, team building, personal development, participatory learning and business/community interaction.

Recommended Credits: 1/2 – 3*

Recommended Grade Levels: 10th, 11th, 12th

Course Substitution: Economics

***Note 1:** Standards to be completed for ½ credit are identified with one asterisk (*). Additional standards to be completed for 1 credit are identified with two asterisks (**).

A paid, credit-generating work-based learning component is recommended for advanced students for up to 2 additional credits. This standard is identified by three asterisks (***)



Wholesale Operations

***STANDARD 1.0**

The student will examine the relationship of wholesaling to the overall marketing process.

***STANDARD 2.0**

The student will distinguish between the functions of wholesaling in the channels of distribution.

***STANDARD 3.0**

The student will compare types of wholesalers.

****STANDARD 4.0**

The student will analyze the services offered by wholesalers to customers and suppliers.

****STANDARD 5.0**

The student will appraise career opportunities in wholesale marketing.

***STANDARD 6.0**

The student will gain an understanding of economic concepts and principles in a global economy.

***STANDARD 7.0**

The student will apply organizational and leadership skills.

*****STANDARD 8.0**

The student will analyze how wholesale operation principles are applied in a specific work-based learning experience.

***STANDARD 9.0**

The student will apply and relate academic subject matter to wholesaling.

Wholesale Operations

COURSE DESCRIPTION: The student will learn the various components of the wholesale industry. Subject matter will include types of wholesalers, services provided, functions, relationship to marketing, careers, and leadership skills, and academic integration.

STANDARD 1.0

The student will examine the relationship of wholesaling to the overall marketing process.

LEARNING EXPECTATIONS

The student will:

- 1.1 Examine the role of wholesalers in the marketing mix (product, place, price and promotion).
- 1.2 Evaluate how the wholesaling industry is impacted by the status of the U.S. and global economies.
- 1.3 Analyze the impact of technology on the wholesale industry.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Selects a specific wholesaler and discusses that wholesaler's impact on product, place, price, and promotion.
- 1.2 Examines the various phases of the U.S. and global business cycles and projects the impact of each on the wholesale industry.
- 1.3 Researches the impact of technology on the wholesale industry.

INTEGRATION/LINKAGES

Language Arts, Business Communications, Social Studies, Geography, Economics, Mathematics

SAMPLE PERFORMANCE TASKS

- Using the teamwork approach, prepare and evaluate the impact of wholesaling on each of the 4 P's - product, price, place and promotion.
- Prepare written summaries and make oral presentations on magazine articles relating to wholesaling in the U.S. and global economies.

STANDARD 2.0

The student will distinguish between the functions of wholesaling in the channels of distribution.

LEARNING EXPECTATIONS

The student will:

- 2.1 Analyze the major wholesaling functions.
- 2.2 Discuss special issues related to wholesaling functions.
- 2.3 Appraise wholesaling functions for marketing businesses.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1 Compares and contrasts the functions of wholesaling.
- 2.2 Investigates regulations and trends in the wholesale industry.
- 2.3 Formulates a rationale for selecting wholesaling functions for a specific business.

INTEGRATION/LINKAGES

Business Education and Technology, Language Arts, Mathematics, Science, Health, Economics, American Business Legal Systems, Speech

SAMPLE PERFORMANCE TASKS

- Prepare a Power Point presentation or chart outlining the functions of wholesaling.
- Given a specific business, select and justify the wholesaling functions appropriate to the business.
- Using the Internet or another information system, research and debate the current trends and issues affecting the wholesale industry.
- Conduct an interview with a owner/manager of a local retail business to determine its selection of wholesalers and its rationale for the selection.
- Compare the transportation costs of buying from a wholesaler to buying directly from a manufacturer.

STANDARD 3.0

The student will compare types of wholesalers.

LEARNING EXPECTATIONS

The student will:

- 3.1 Identify the types of wholesalers.
- 3.2 Identify the types of industries that utilize wholesalers in their channel of distribution.
- 3.3 Categorize the types of wholesalers based on the ownership of goods they market.
- 3.4 Assess the benefits of ownership versus non-ownership of goods.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1 Distinguishes between the merchant wholesaler and the agent wholesaler.
- 3.2 Collects data about an industry-specific wholesaler.
- 3.3 Designs a method of identifying wholesale businesses by ownership of goods.
- 3.4 Diagrams the pros and cons of ownership versus non-ownership of goods.

INTEGRATION/LINKAGES

Language Arts, Business Communications, Speech, Interpersonal Communications

SAMPLE PERFORMANCE TASKS

- Prepare a written or an oral report describing the types of wholesalers in each category.
- Using the Internet, create a chart showing an industry-specific wholesaler.
- Construct a visual depicting the role of the merchant wholesaler and agent wholesaler.
- Conduct a survey of area wholesalers to determine the retail markets they serve. Summarize and present the findings.

STANDARD 4.0

The student will analyze the services offered by wholesalers to customers and suppliers.

LEARNING EXPECTATIONS

The student will:

- 4.1 Assess and describe the services offered to the customers by wholesalers.
- 4.2 Assess and describe the services offered to the suppliers by wholesalers.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Selects and justifies services offered to customers in specific industries.
- 4.2 Selects and justifies services offered to suppliers in specific industries.

INTEGRATION/LINKAGES

National Marketing Standards, Business Communications, Language Arts, Art, Mathematics

SAMPLE PERFORMANCE TASKS

- Interview a wholesaler to determine services offered to suppliers.
- In a role-play situation, assume the role of a wholesaler representative and sell your services to a prospective client.

STANDARD 5.0

The student will appraise career opportunities in wholesale marketing.

LEARNING EXPECTATIONS

The student will:

- 5.1 Identify career opportunities in the wholesale industry.
- 5.2 Evaluate the educational and technological skills required of workers in the wholesale industry.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Analyzes career opportunities in the wholesale industry.
- 5.2 Researches skills required of workers in the wholesale industry.

INTEGRATION/LINKAGES

Language Arts, Business Communication

SAMPLE PERFORMANCE TASKS

- The student will choose a wholesaling career and present a report including information gathered from research.
- The student will create a visual depiction of a career in the wholesale industry.

STANDARD 6.0

The student will gain an understanding of economic concepts and principles in a global economy.

LEARNING EXPECTATIONS

The student will:

- 6.1 Differentiate between the types of economic systems including the interrelationship of business, government and individuals.
- 6.2 Assess economic concepts globally.
- 6.3 Analyze the free enterprise system.
- 6.4 Examine economic indicators and business cycles.
- 6.5 Demonstrate a knowledge of international trade.
- 6.6 Evaluate the relationship of cost/profit to supply and demand.
- 6.7 Evaluate the effects of monetary and fiscal policies on economic decisions.
- 6.8 Examine the relationship of values/beliefs to economic goals.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1 Compares and contrasts the ways economic systems answer the basic economic questions utilizing resources available.
- 6.2 Categorizes the economic concepts of the various economic systems.
- 6.3a Debates the role of government regulation in business.
- 6.3b Compares the types of businesses in a free enterprise system.
- 6.4 Compares and contrasts how economic indicators impact the business cycle including employment, growth, and inflation factors.
- 6.5 Evaluates the advantages and disadvantages of international trade.
- 6.6 Distinguishes the impact of productivity in relation to cost/profit, supply, demand, and national income.
- 6.7 Debates the effects of monetary policies on international trade agreements.
- 6.8 Evaluates the effect of cultural beliefs on economic decisions in a country.

INTEGRATION/LINKAGES

Mathematics, Social Studies, Language Arts, Science, Technology, DECA

SAMPLE PERFORMANCE TASKS

- Role-play a voluntary free-trade scenario.
- Prepare a supply and demand curve for a product in the school store, identifying equilibrium, and price. Give a rationale for the curve.
- Choose a country and compare its economy to that of the United States.

STANDARD 7.0

The student will apply organizational and leadership skills.

LEARNING EXPECTATIONS

The student will:

- 7.1 Demonstrate a knowledge of DECA.
- 7.2 Utilize critical thinking in decision-making situations.
- 7.3 Identify and develop personal characteristics needed in leadership situations.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Relates his/her knowledge of DECA through a written or an oral evaluation.
- 7.2 Solves problems utilizing role-play, team decision-making, and DECA projects.
- 7.3 Accepts task/project responsibilities in the class or DECA activities.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Marketing Education Advisory Committee, Chamber Partnerships, Language Arts, Speech, Mathematics, Business Communications

SAMPLE PERFORMANCE TASKS

- Join and participate in DECA activities.
- Compete in regional, state, and national DECA competitive events.
- Run for state or national DECA officer.
- Participate in group projects.
- Organize a DECA project.
- Organize a service learning/civic consciousness project.

STANDARD 8.0

The student will analyze how wholesale operation principles are applied in a specific work-based learning experience.

LEARNING EXPECTATIONS

The student will:

- 8.1 Apply principles of wholesaling to a work-based situation.

- 8.2 Integrate time management principles in organizing his/her schedule to include school, work, social, and other activities.
- 8.3 Evaluate and apply principles of ethics as they relate to the work-based experience.
- 8.4 Employ the principles of safety to the work-based experience.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 8.1 Scores average or above on the employer performance evaluation.
- 8.2 Designs a plan to include his/her schedule of activities.
- 8.3 Records and assesses workplace events based on the ethical implications.
- 8.4a Makes a passing score on a class-based or work-based safety evaluation.
- 8.4b Applies safety rules and regulations to the work site.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Community Employers, Language Arts, Mathematics, Science

SAMPLE PERFORMANCE TASKS

- Compose and maintain a journal to include general work site experiences, time management planning, and evaluation of ethical behavior.
- Create a training manual for a new employee outlining the safety considerations for the job.
- Keep a report of wages and hours on the job.

STANDARD 9.0

The student will apply and relate academic subject matter integration to wholesaling.

LEARNING EXPECTATIONS

The student will:

Language Arts

- 9.1 Compose written reports using correct language and format.
- 9.2 Design an oral presentation using appropriate communication and language art skills.

Mathematics

- 9.3 Formulate costs relating to wholesaling using mathematical formulas.

Science

- 9.4 Interpret spoilage factors related to wholesaling using basic science principles.
- 9.5 Understand the importance of chemistry and biology as they relate to storage and transportation of goods.

Social Studies

- 9.6 Evaluate geographic, psychographic, and economic factors relating to wholesaling using social studies foundations.

Business Education

- 9.7 Apply basic computer and business education principles to the wholesaling industry.

Art and Performing Arts

- 9.8 Utilize the principles of art in preparing visual presentations.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

Language Arts

- 9.1 Evaluates the components of a written report.
- 9.2 Models an oral presentation.

Mathematics

- 9.3 Solves financial problems relevant to wholesale marketing.

Science

- 9.4 Measures the impact of spoilage.
- 9.5 Evaluates transportation and storage factors.

Social Studies

- 9.6 Conducts a geographic study of a wholesaling business.

Business Education

- 9.7 Evaluates the impact of technological trends to the industry.

Art and Performing Arts

- 9.8 Prepares a graphic presentation.

INTEGRATION/LINKAGES

Language Arts, Mathematics, Science, Social Studies, Business Education, Art, Performing Arts

SAMPLE PERFORMANCE TASKS

- Students will choose a wholesaling career and present an oral presentation using visuals.
- Students will interview a local wholesaler to research the wholesaling industry.

SUGGESTED RESOURCES

SCANS

National Marketing Education Standards

MarkEd – Marketing Education Resource Center

MarkEd Laps

Industry Standards

Chamber of Commerce

Wholesaling Professional Organization

Marketing Essentials; Glencoe

Marketing Principles and Practices; Glencoe

Marketing Foundations and Functions; Southwestern

Practical Handbook of Warehousing; Ackerman, Kenneth B. 2nd Edition. New York, NY: International

Thompson Transport Press, 1985

Effective Warehousing; Burton, J.A. New York, NY: State Mutual Book and Periodical Service,

Limited, 1988

How to Earn Top Dollars as a Manufacturer's Agent; New York, NY: Gordon Press Publishers, 1987

Wholesaling in Marketing Organization; Revan, David A. Salem, NH: Ayer Company Publishers Inc., 1978

Through the Eye of the Needle: Immigrants and Enterprise in the New York Garment Trade;

Waldinger, Roger D., New York, NY: New York University Press, 1986

Video -- Wholesalers & Distribution, Anaheim, CA: Quiet Advantage, 1991

National DECA

DECA Guide

National Retail Merchants Association

Area Chamber Partnerships

Vocational Advisory Committees